R E P O R T R E S U M E S

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IS YOUR DISTRICT READY TO START A JUNIOR COLLEGE.

BY- PATTERSON, DOW

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TO DETERMINE IF A DISTRICT IS READY TO ESTABLISH A JUNIOR COLLEGE, CERTAIN QUESTIONS MUST BE ANSWERED--(1) ARE THERE ENOUGH HIGH SCHOOL GRADUATES TO WARRANT THE PROGRAM WITHOUT UNDUE TAXATION. (2) WILL THE COLLEGE BE ABLE TO OFFER THE USUAL PROGRAMS OF TRANSFER, VOCATIONAL TRAINING, GUIDANCE, AND GENERAL EDUCATION. (3) SHOULD IT BE AN EXTENSION OF AN EXISTING HIGH SCHOOL PROGRAM. (4) IF THE COLLEGE STARTS ON A HIGH SCHOOL CAMPUS, WHEN SHOULD IT MOVE TO A SEPARATE SITE. (5) AFTER LEGAL ARRANGEMENTS ARE COMPLETE, SHOULD INSTRUCTION START BEFORE THE BUILDINGS ARE READY. (6) TO WHAT EXTENT SHOULD CITIZENS ADVISORY COMMITTEES BE USED IN PLANNING THE COLLEGE. (7) HOW SOON SHOULD ARCHITECTURAL SERVICES BE OBTAINED. IF THE ANSWERS TO THESE QUESTIONS INDICATE THE FEASIBILITY OF STARTING A COLLEGE, THE 12 STEPS TO TAKE ARE (1) ADOPT A PHILOSOPHY AND SET OF OBJECTIVES, (2) SURVEY COMMUNITY NEEDS, (3) TRANSLATE THE SURVEY FINDINGS INTO A PROGRAM, (4) ADOPT THE GENERAL CONCEPT OF THE PROGRAM, (5) DETERMINE SITE AND BUILDING NEEDS, (6) SELECT A SITE, (7) PREPARE EDUCATIONAL AND FACILITIES SPECIFICATIONS, (8) DEVELOP A MASTER CAMPUS PLAN, (9) ADOPT A FINANCING PLAN FOR BUILDINGS, (10) DESIGN BUILDINGS, (11) HAVE THE PLANS APPROVED BY STATE AGENCIES, AND (12) AWARD CONSTRUCTION CONTRACTS. THIS ARTICLE IS PUBLISHED IN "NATION'S SCHOOLS," VOLUME 74, NUMBER 3, SEPTEMBER 1964. (HH)

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Is Your District Ready To Start a Junior College?

Dow Patterson

All signs point toward a sharp increase in the number of junior colleges across the country. The pace appears to have been accelerated by statements supporting this trend from the Educational Policies Commission of the National Education Association and from U.S. Secretary of Labor Wirtz.

Junior college enrollments currently are increasing about 10 per cent a year — in some areas as much as 20 per cent. This means that there is a growing need for expanding many existing junior college facilities and for establishing new ones elsewhere.

In meeting this need, school districts should be sure that they have considered their community programs in terms of the following questions and comments.

1. When should a community plan to provide for a junior college instructional program?

When the population and the number of high school graduates have increased to the point where these services are educationally feasible, the program should be started. The exact time will vary with the states and within the individual communities, depending on legal provisions and financial structures. Financing plans should not place an undue burden on the taxpayer.

2. What educational services should be provided?

To discharge its responsibility as a community institution, the junior college should offer the following services:

- transferable training in the first two years of a four-year program in liberal arts, applied arts, science or preprofessional work leading to a baccalaureate degree;
- a comprehensive vocational-technical program that qualifies students for immediate employment;
- extensive guidance to assist students to find themselves, make personal adjustments, and pursue educational programs that will prepare them to assume their individual responsibilities as members of a free society;
- instruction in how to meet the general educational and sociocultural needs of the community;
- educational and cultural leadership for the community's adults.

3. Is it advisable to offer junior college instruction in connection with, or as an extension of, an existing high school program?

Such an arrangement has proved quite satisfactory on occasion. California offers notable examples of success. Advantages of this approach are maximum service from qualified personnel and joint use of existing facilities, with a resulting minimum expenditure. Lack of legal provisions might limit use of this plan in some states.

4. Where junior college services were started on a high school campus, when is it advisable to move to a separate site?

Many administrators familiar with the dual plan agree that when the junior college enrollment approaches 400 a separate campus and a separate qualified staff become educationally and economically feasible.

5. When legal arrangements for junior college services have been made, is it advisable to start instruction before the first unit of the college building program has been completed?

Many agree that once the decision has been reached to provide for such a program, instruction should begin as soon as possible. This procedure permits the recruitment of qualified personnel who will be invaluable to the administration and the board in the various planning phases. Also, it helps make the community conscious that things have started to happen, a definite asset in enlisting taxpayer support.

6. To what extent should the administration and the board use the services of citizens advisory committees in planning the junior college services?

Representative citizen groups can furnish valuable information regarding the socioeconomic structure and related educational needs of the community that influence the planning of the educational program, site location, and capital financing.

7. How early in the discussion of building needs should architectural services be obtained?

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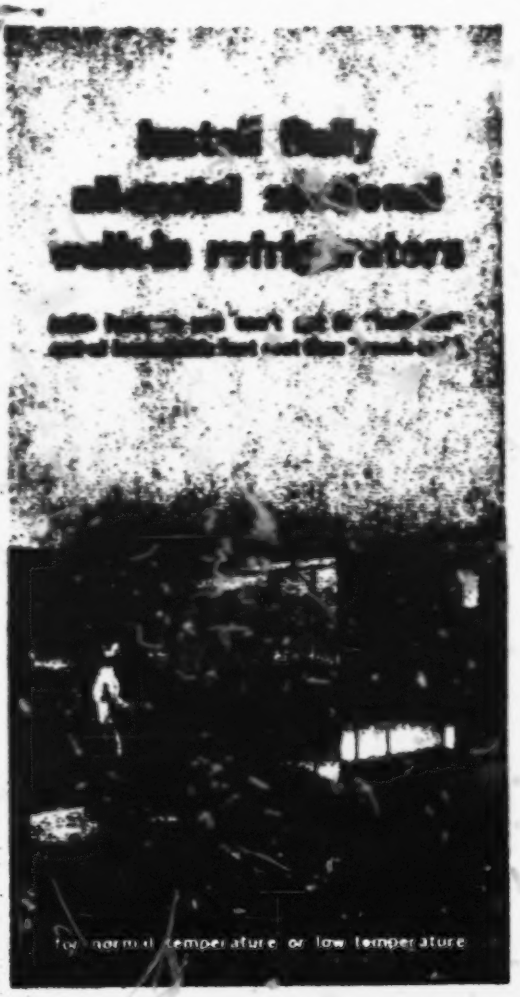
Mr. Patterson is with the bureau of school planning, California state department of education, Los Angeles.



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Is Your District Ready for Junior College?

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The services of a qualified architect should be obtained as early in the total planning process as is legally and economically possible. The architect can furnish advice on the adaptability of proposed sites to junior college use. He also can work with the professional staff in determining physical plant needs for the instructional program. In addition his assistance in the development of illustrated data for presenting capital outlay financing programs is invaluable.

How To Start a Junior College

Here are 12 steps to take in developing a junior college program and planning its physical facilities:

1. Adopt a philosophy of education and set up the objectives to be achieved in carrying out the philosophy (cooperative effort of the administration, the teaching staff, and the governing board).

2. Conduct a survey to determine the educational and occupational needs of the community (involve the governing board administration, business officials, teaching staff, representatives of citizen groups, and prospective educational consultants).

3. Interpret survey findings and translate them into an educational program (administration, teaching staff, state department of education consultants, and, possibly, junior college specialists).

4. Adopt the general concept of the educational program (governing board upon recommendation of the administration).

5. Determine site and building needs required to accommodate the approved educational program (administration, certified and noncertified agencies, architect, business official, and educational consultants, if used).

6. Select the site (administration, governing board, teaching staffs, architect, business official, adviser from the state department of education, and educational consultants, if used).

7. Prepare educational specifications, including those for specific facilities needed to accommodate the educational program and the anticipated student enrollment (administration, teaching and building and grounds staff, business official, architect, qualified consultants from the state department of education, private consultants).

8. Develop master campus plan (architect and other, individuals and agencies that participated in the selection of the site).

9. Adopt a financing plan for the building program (administration, governing board, business official, architect, consultants and representative citizens from the total area to be served).

10. Design the buildings in keeping with a master campus plan and the educational specifications (architect in consultation with the administration and other individuals and groups involved in the planning process).

11. Get approval of the plans from state agencies (after checking with administration and the planning committees and after acceptance by the governing board).

12. Award the construction contracts (governing board). ■

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The index to the first six issues of this year's magazines (January through June 1964, Vol. 73) has been printed separately. Send a note or post card for your complimentary copy. Printed copies of the index for Vols. 71 and 72 (January through June 1963 and July through December 1963) are still available. Readers who have asked for the previous index will be sent the latest index without further correspondence.

the Nation's Schools

THE MAGAZINE OF BETTER SCHOOL ADMINISTRATION

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When to buy a product depends on the product itself and how it will be used. These timing suggestions for making 15 kinds of purchases can save money and improve staff efficiency.

How Schoolmen Get Their Jobs 57

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How Big City and Suburban Schools Can Get Together 60 Robert J. Havighurst

A leading sociologist presents his views on how metropolitan and suburban school districts should work to eliminate educational inequalities and cites current projects worth watching.

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Any screening of books is a form of censorship, says Max Rafferty in this debate. But, insists Thomas Braden, censoring by schoolmen must not stop children from learning to exercise free choice.

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All signs point toward a sharp increase in the number of public junior colleges – usually as extensions of high schools. Here are suggestions for districts to meet the demand being made on them.

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Administrative confusion and bad feelings often result when school news hits the headlines before it reaches the staff through regular channels, complains the head of the Pittsburgh public schools.

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